

AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XI.

ST. LOUIS, JULY, 1878

No. 7.

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J. B. MERWIN, R. D. SHANNON, } EDITORS.

ST. LOUIS, JULY, 1878.

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We do not hold ourselves responsible for any views or opinions expressed in the communications of our correspondents.

MISSOURI TEACHERS' ASSOCIATION.

THE State Association held its 17th annual session at Carthage, closing June 28. The attendance was large, and the interest remarkable. The papers were generally good, some excellent. The discussions were pointed and practical.

Judge Krekel's paper on "Educational Poll-tax," was able and timely. With a few exceptions, the educators of the State favor the constitutional amendment.

Prof. Woodward's revolutionary views on "Manual Education," startled the Association. A new educational world dawned upon the minds of many teachers.

The following resolutions were adopted unanimously:

Resolved, That we recognize in Hon. R. D. Shannon an able and efficient advocate of public instruction in all its departments, that we heartily endorse his administration, and that, regardless of party, we strongly favor his re-election.

Resolved, That we extend our thanks to the press of the State for their hearty co-operation and onerous work done in behalf of education.

Resolved, That we most heartily approve of the great effort now being made in behalf of temperance, and recommend that all teachers make a special effort to overthrow this evil.

Resolved, That we recommend to the favorable notice of superintendents and boards of education, "The Manual Education System" laid before us by Prof. Woodward, and especially, that "Industrial Drawing" and "Natural Science," as foundation stones, shall receive immediate attention and encouragement.

The reception and dinner at Pierce City, the Joplin excursion and reception, and the princely entertainment by the citizens of Carthage, did much to endear Southwest Missouri to our educators.

Prof. C. H. Dutcher was elected President of the Association for the coming year.

The next session will be held at St. Louis during the last week in June.

KANSAS RESPONDS.

KANSAS promptly responds to the suggestions of Prof. J. M. Greenwood, made in our June number in regard to "exhibition of school work at county fairs." Mr. J. R. Bickerdyke, the efficient county superintendent of Barton Co., Kansas, at Great Bend, says "an educational department will be established at the next County fair."

The following premiums and certificates will be offered:

1. Best display by any school—Webster's Unabridged Dictionary.
2. Best display by any school—Webster's Pictorial Dictionary.
1. Best scientific collection by any

school—United States Railroad and County Map.

2. Best scientific collection by any school—Map of Kansas.

Certificates of honorable mention will be awarded to each school that makes an exhibit of its work.

It is not an easy task to arrange a satisfactory scheme, nor will it be easy to carry out the best arranged plan. Much must be left to taste, judgment, invention and fidelity of teachers, school boards and friends of education.

All premiums and certificates as offered are opened to all the teachers and pupils of the schools in the county.

All material designed for this department should be forwarded to the county superintendent by the first of September. Any one desiring further information should communicate with the county superintendent, or the undersigned.

J. R. BICKERDYKE,
Committee on Premiums.
Great Bend, Kansas, June 1st, 1878.

NORMAL INSTITUTES.

In Southeast Missouri, during July and August, ten Normal Institutes will be held. New Madrid, July 22; Wayne, July 1; Fredericktown, Aug. 5; Farmington, Aug. 12; Saline, Aug. 19; Jackson, Aug. 19; Marble Hill, Aug. 26; Perryville, Aug. 26. Prof's Dutcher and Henry will assist in these institutes and will lecture in counties where no institutes are held. We are assured that the teachers generally will attend these institutes and do all they can to make them highly efficient.

In North Missouri a six weeks institute will be held at Memphis, and institutes of four weeks at Bethany, Rockport, etc. etc.

Prof. E. L. Ripley, aided by the University faculty, will conduct an institute for two weeks at Columbia.

Many other institutes will be held. Never were the educators of Missouri more determined to push the work.

MISSOURI NORMAL SCHOOLS.

The past year has marked decided progress in these schools. The at-

teudance has been very large. With few exceptions, all the students are preparing themselves for teachers. The instruction is becoming more thorough and more practical as well as professional. The course of study is modified from year to year to meet the varying wants of the State. That nearly one thousand teachers go out annually from these schools, vastly better prepared for their work, is an encouraging fact, and the influence they exert is felt for good in every home in the State. There is no investment made which yields so large a percent of profit in immediate returns as the money we put into our normal schools.

Hotel Brunswick.

THE BRUNSWICK is probably the best hotel on the continent.

A friend of ours who has traveled extensively in this country and in Europe, says he has never found anything to equal it, and he said it was worth a trip from St. Louis to Boston to spend a couple of days at "The Brunswick."

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The lessee and manager, Mr. J. W. Wolcott, gives it such personal supervision, that he has made it one of the most noted and attractive points of interest in Boston.

Teachers and others who visit the city on business or pleasure, we are sure will thank us for thus calling their attention to such an hotel as this famous city has never seen before. On the way to and from the meeting of the American Institute of Instruction, to be held July 9, 10, 11 and 12, at the White Mountains, the "Brunswick" will be the headquarters of the leading educators of the country.

The proprietors of the *Atlantic Monthly* selected the "Brunswick" in which to give the dinner to the Poet Whittier on his 70th birthday, an occasion which probably drew together more noted American writers than any other event which has occurred during this century. The new dining hall, 80 feet long and 40 feet wide, was dedicated on this occasion.

A page would not adequately describe it, but a visit will not only well repay but convince you that the "Brunswick" is as near perfection in all departments, as it is possible or practicable to attain in this world, and the charges are the same as at any first-class hotel.

TEN TO ONE.

HON. JOHN M. GREGORY, LL.D., President of the Illinois Industrial University, a man of large practical experience, makes the statement that "the chances of the educated man are ten to one better than those of the uneducated." He says:

"There are in the State of Illinois over 500,000 young men and women between the ages of 15 and 25. To these our words are addressed. All of you desire success. All wish a happy and prosperous life. Some seek it in property, some in social standing, some in public offices, and others in professional or business distinction. A sound and liberal education is the surest pathway to success in all these pursuits. Statistics show that the well-educated man will, on the average, be as far advanced in his career at 35 as the uneducated man at 45 or even 50. His education is as good as ten years' start of his competitors. While not one out of every ten educated men makes a comparative failure, not one out of every ten of uneducated men achieves success. The chances of the educated man are therefore ten to one better than those of the uneducated. This is true in every branch of business; in agriculture and mechanic arts, as well as in law, medicine or trade.

IN THE LONG RUN, then, ignorance costs more than education.

Nearly all of you can, if you will, get a fair, common education. One fourth of you can get a high school education. One, at least, in ten has the talent to take a liberal college education. Nothing hinders in most cases but your own want of will. More than one-half the college students of this country are from the middle classes in society or lower. A large proportion of these students pay their own way. Take the first step and the second becomes easier, and so on to the end. Where there is

AN EARNEST WILL, there is sure to be a feasible Way.

The lamentation 'too late,' has killed or chilled many a good thought. 'It is never too late to learn.' Preparation for college ought to begin at 14 or 15 years of age, but many of our best men commenced their preparatory studies at 20 or 25 even, and not a few have taken the college course at 30, 35, and sometimes at 40 years of age.

DO NOT LINGER

too long over the common branches, as they are called, in the vain hope of making them perfect before taking any higher studies. As soon as you have gone through the common practical arithmetic with a tolerable understanding of it, take up algebra or geometry. After completing a single book in geography, proceed at once to natural philosophy or physiology, without waiting for the higher geography. As soon as the first grammar is fairly finished take up rhetoric and composition, or if you can find a teacher, Latin or French. There is enormous

WASTE OF TIME

in going over and over again the same studies, with new text books, in the foolish expectation of attaining a perfect understanding of them. What you want is not more study of the old, but more mind, new knowledge to feed mind, broader intelligence, larger views. You may then return some day to your old studies and make more progress in a month than you made before in a year. Thousands of students are robbed of a liberal education by this common blunder. Finally,

WAIT FOR NO TEACHER

or school term. All study must be done by yourself. All learning is the act of your own mind. Teachers and schools are helps, but he who has the courage to study alone may do without them.

If half the students were in college who ought to be there, for their own sakes and the public weal, every college in the State would be crowded to its utmost. And the State, feeling the influx of this large measure of educated brain, would march with a giant's pace to larger wealth, higher social and political power, and to a more splendid and fruitful civilization.

PROF. HUXLEY ON EDUCATION.

PROF. HUXLEY in his recent address before the John Hopkins University, at Baltimore, enunciated the doctrine that the course of study in a primary school should embrace all the branches taught in the University. In other words, that a little child should be made acquainted with the elements of all the sciences and all the arts that go to make up the curriculum of the very highest institutions of learning. The whole work of education is dwarfed beyond measure by the narrowness and poverty of the teaching in our lower schools. Each of them should be considered a little university, wherein the elements of all human knowledge are to be taught. Elementary education should discipline all sides of the mind, and should leave no important faculty uncultivated. He says:

"At its foundation lies a knowledge of the English language, the tongue we speak, power of reading, power of writing with accuracy and ease, and, finally, that amount of cultivation, of taste and judgment, which is to be derived from the study of the higher English authors.

I think, again, that it is an essential part of elementary education that the pupil should learn at any rate the elements of the history of his own country. It is hard for any boy or any girl who has not lived a life to understand history—perhaps impossible, but nevertheless it is useful; for the mind should be furnished those fundamental facts. I look again upon the elements of the physical sciences as a fundamental part of elementary education. The elements of physical geography, the elements of physics, the elements of chemistry, the elements of human physiology—all these

are matters of great and increasing moment, and there is no reason why they should not be taught in our elementary schools as well as the mass of things which are taught in our institutions—elementary mathematics, arithmetic and geometry.

And, finally, I conceive that it is an essential part of elementary education that the aesthetic faculty should be trained; that some knowledge of music should be given, and that every one should be taught to draw according to his capacity. In these matters of art, people vary indefinitely according to their individual capacity. You cannot make an artist of anybody who is not born one. You may make an appreciator of art, and a useful knowledge of art may be acquired by those who possess but a very small innate capacity. Such education should enable an average boy of 15 or 16 years to read and write his own language with ease and accuracy, and with a sense of literary excellence derived from the study of our classic writers; to have a general acquaintance with the history of his own country, and with the great laws of social existence; to have acquired the rudiments of physical science, and a fair knowledge of elementary arithmetic and geometry. He should have obtained an acquaintance with logic rather by example than by precept, while the acquirement of the elements of music and drawing should have been pleasure rather than work. It may sound strange to many ears if I venture to maintain the proposition that a young person, educated thus far, has had a liberal, though perhaps not a full education.

DRAWING.

TAKE a hundred carpenters who have been well taught in the elements of drawing (for which the free public schools are unquestionably equal) and another hundred who have no knowledge of drawing, and the earnings of the first hundred will exceed the earnings of the second by at least fifty dollars a day, or more than fifteen thousand dollars a year. Now what is true of the carpenter is true of the stone mason, the machinist, the tinner, the locomotive builder, the shoemaker, the hinge maker, the carriage maker, the cabinet maker, and, indeed, of every one who constructs objects having length, breadth and thickness. Of the pupils in our public schools, a large majority of the boys at least will enter into some of these pursuits. In the face of these facts, can it be said that drawing is a study of no practical application? What other study has so direct a practical bearing on industry?

It must be apparent that the educational needs of the time demand that industrial drawing should, everywhere, as has been done in this city, be placed side by side with other fundamental studies, and be taught, in all schools, throughout the whole school course, from the lowest primary classes to the most advanced

pupils in the grammar schools. Begin at the bottom step of any ladder and the ascent is both easy and natural. Teach children drawing from the beginning of their school course, and they are taught to see intelligently, and thereby are qualified to observe, to compare and to express their knowledge easily, naturally and accurately. Are these acquirements of no practical advantage?

That man, whether he be manufacturer or merchant, whether he be mechanic or artisan, no matter what branch of industry he may be engaged in, who can quickly and accurately and intelligently see whatever is placed before him, possesses a decided advantage over the one who does not possess this qualification.

Drawing is the proper way to express what the eye sees, indeed the only sure test of what is seen. As the future prosperity of the country will depend largely upon diversified industrial development, as the great majority of the pupils of our public schools must enter into these industrial occupations, in one position or another, it seems only the part of wisdom to recognize this fact, and in our public schools so arrange the instruction that what pupils learn in their school years, will have some practical relation to the occupation of their adult years.

STATE CERTIFICATES.

HON. S. M. ETTER, State Superintendent of Public Instruction in Illinois, says:

"Inquiries received at this office, respecting State Examinations, are so numerous that it is impossible to answer all by letter, hence this method is taken to furnish the desired information. State Certificates are granted to teachers in virtue of the authority conferred by the 50th section of the school law. The clause of said section is as follows:

LAW CONCERNING STATE CERTIFICATES.

The State Superintendent of Public Instruction is hereby authorized to grant State certificates to such teachers as may be found worthy to receive them, which shall be of perpetual validity in every county and school district in the State. But State certificates shall only be granted upon public examination, of which due notice shall be given, in such branches and upon such terms, and by such examiners as the State Superintendent and the Principals of the Normal Universities may prescribe. Such certificates may be revoked by the State Superintendent upon proof of immoral or unprofessional conduct.

A State certificate entitles its holder to teach in any county of the State without further examination, and is valid for life. It is the highest testimonial known to our school system, and is not only an honor to those who receive it, but has an important business value to all professional teachers. It is the object of the law to recognize and honor these experienced and successful teachers, who give character and dignity to the profession."

CURIOUS STATEMENTS.

WE think it will pay to read over the following, and talk over the matter, too, with your pupils, that they may get some new ideas of the value of the materials of the human body:

"While the gastric juice has a mild, bland, sweetish taste, it possesses the power of dissolving the hardest food that can be swallowed. It has no influence whatever on the soft and delicate stomach, nor upon the living hand, but at the moment of death it begins to eat them away with the power of the strongest acids.

There is dust on sea, on land, in the valley and on the mountain-top; there is dust always and everywhere; the atmosphere is full of it; it penetrates the noisome dungeon and visits the deepest, darkest caves of the earth; no palace-door can shut it out, no drawer so secret as to escape its presence; every breath of wind dashes it upon the eye, yet that eye is not blinded, because under the eyelid there is incessantly emptying itself a fountain of the blandest fluid in nature, which spreads itself over the surface of the eye at every winking, and washes every atom of dust away. But this liquid, so mild and so well adapted to the eye itself, has some acidity, which, under certain circumstances, becomes so decided as to be scalding to the skin, and would rot away the eyelids were it not that along the edges of them are little oil manufactories, which spread over their surface a coating as impervious to the liquids necessary to keeping the eyelids washed clean as the best varnish is impervious to water.

BREATHING.

The breath which leaves the lungs has been so perfectly divested of its life-giving properties that to rebreathe it, unmingled with other air, the moment it escapes from the mouth would cause immediate death by suffocation, while if it hovered about us a more or less destructive influence over health and life would be occasioned. But it is made of a nature so much lighter than the common air that the instant that it escapes the lips and nostrils it ascends to the higher region above the breathing point, there to be rectified, renovated and sent back again, replete with purity and life. How rapidly it ascends is beautifully exhibited every frosty morning:

But, foul and deadly as the expired air is, nature wisely economical in all her works and ways, turns it to good account in its outward passage through the organs of the voice, making of it the whispers of love, the soft words of affection, the tender tones of human sympathy, the sweetest strains of ravishing music, the persuasive eloquence of the finished orator.

A WELL MADE MAN.

If a well-made man be extended on the ground, with his arms at right angles with the body, a circle, making the navel the centre, will just take in the head, the finger-ends and the feet.

The distance from toe to toe is precisely the same as that between the tips of the fingers when the arms are extended. The length of the body is just six times that of the foot, while the distance from the edge of the hair on the forehead to the end of the chin is one-tenth the length of the whole stature.

Of the sixty-two primary elements known in nature, only eighteen are found in the human body, and of these seven are metallic. Iron is found in the blood, phosphorus in the brain, limestone in the bile, lime in the bones, and dust and ashes in all! Not only these eighteen human elements, but the whole sixty-two of which the universe is made have their essential basis in the four substances, oxygen, hydrogen, nitrogen and carbon, representing the more familiar names of fire, water, saltpeter and charcoal. And such is man, the lord of earth!—a spark of fire, a drop of water, a grain of gunpowder, an atom of charcoal.

At the Social Science Convention, recently held in Cincinnati, W. G. Moody presented a paper on the "Displacement of Labor by Improvements in Machines." This paper embodied the results of the labors of a special Social Science Committee. In summing up the conclusion as regards improved machines affecting agriculture, Mr. Moody said, "In all agricultural operations there is a displacement of labor of one to three in sowing grain, of one to twelve in plowing, of one to 384 in reaping; and investigation shows the increase in the production of boots and shoes by improved machinery nearly 450 per cent in twenty years, and 1,500 per cent over hand labor fifty years ago."

THE HOPE OF THE COUNTRY.

PRESIDENT ELIOT of Harvard College, in the following statements, makes a new departure. If our collegiate instruction and training in the future is to be thus enlarged, we may all of us take a more "cheerful" view of the future.

President Eliot says:

"I have been frequently accused of giving cheerful reports of the college—bragging, my friends in other colleges call it—but the truth is that the facts that stand behind all these reports are cheerful. I want it to be distinctly understood that the annual reports contain nothing but facts; and for the last nine or ten years, since I have been president, the situation of the institution has been most cheerful.

Out of those nine years there have been only three when the condition of the country at large was not serious, not to say depressed. No living American has in his whole life seen such other three years as those just passed. Through all these Harvard University has prospered, both in the number of students and the contributions of money that have been furnished to her. These contributions are far greater than any other institution in this country has received.

The reports sent out will also indicate how different is the method of instruction from what it was twenty-five years ago. There is not a single department in the University in which there is not four or five times as much instruction given as there was when I was an under-graduate.

The progress of Harvard has been out of all proportion to other institutions. I never thoroughly understood this until after an examination into the subject last Fall. The instruction at Harvard is two and one-half times that at the institution that approaches nearest to it, and four times that at the ordinary colleges of the land.

These are fair facts for graduates to know and teach. I hope you will take some interest in promulgating these facts [Applause]. This I say of the college proper only; we have developed the instruction in the other departments in fully as large proportion."

"The influence of this development I expect to be felt far and wide. The ordinary American college, twenty years ago, taught nothing that would be of interest or help to a man in active political life. Now, while the old methods of study in the classics and metaphysics are not neglected, special pains are taken to instruct the students in history, in international law and in English. There has been a constantly increasing need of instruction in these directions, to fit men for

PUBLIC LIFE

in this country. There has been an increased interest in these subjects at Harvard, and the time is coming when the men of Harvard will be found actively engaged in the service of their country to reform the evils that have crept upon it from ignorance and avarice. This public service has become disreputable because of the men who have so largely engaged in it.

There is only one way to purify public affairs—to give to the men who engage in them such instruction as will enable them to persuade their fellow-citizens to proper courses of action; to enable them to persuade them by the force of their proper reasoning. This matter of speech has fallen into too great disrespect with us. We forget the words of the Apocrypha:

"Praise no man until thou hast heard him speak, for that is the trial of men."

We are trying at Harvard to train our men for this work. Graduates of the institution have a new leaf to turn in this respect.

There are other great professions which, in the past, have not been properly followed in this country, that we hope to elevate—

JOURNALISM

in particular. Those who have followed the work of journalists in England, in Germany, in Holland and in Belgium, know that, except with a few notable persons, this profession has not been properly conducted in this country. Into this field we hope

to put in the future many well equipped young men, who will correct many of the past abuses.

I hold that only a superior education of its men is going to redeem this country from error and disaster. There are many who plead for universal education. But education of the masses in the rudiments has never prevented and never will prevent a country from falling into great public errors. The hope of this country in the future is in higher education.

The experiments of mankind prove that this is the foundation of what is noble and good in mankind. This is something which

UNEDUCATED LEGISLATORS

need to have taught to them. Nothing is more striking in their actions than the absence of honor. One of the chief satisfactions in my work is in knowing that the education of Harvard is fast becoming national. We want the flower of the land—of San Francisco as well as of Boston. I wish to say that the fruits of work in Harvard in all these directions are abundant and satisfactory."

A BELL ON THE SCHOOL HOUSE.

HOW seldom do we ever see a country school house provided with a bell! No apparatus in which the directors can invest is of more value or is productive of better results. If provisions for a belfry were made in the specifications for every school house the district would never be at any additional expense for such an ornament. If the directors would add utility to embellishment, they will at once secure a large bell which can be heard over the entire district. A farm in these days is not considered well regulated or equipped without at least a large dinner bell. If it is true of farms, why will not this rule apply with more force to a well-regulated school-house?

One of the greatest drawbacks and annoyances in ungraded or country schools is tardiness. Owing to the distance many must travel, and the great difference in time throughout the district, it is not surprising that pupils get to school at almost any time during the forenoon. A school bell will greatly decrease this difficulty, as it would be a regulator, or serve as a town clock for the parents as well as the pupils. The school bell will always quicken the steps of slow pupils, mark the time for all, and be a voice entreating the indulgent parents to send the little one to school whom he has retained home to mind the baby, to do chores, or because he did not wish to go.

When the pupil leaves the school for other fields of labor, the chimes of the school bell will be remembered with pleasure, as they called him to labor, and marked the periods during the happiest portion of his lifetime.

It will pay to read *carefully* the official department of the JOURNAL.

Now is the time to subscribe for the AMERICAN JOURNAL OF EDUCATION.

THE HIGH SCHOOL.

WE conclude in this issue the complete argument on the High School. This has been by far the ablest and most exhaustive series of articles ever published on this question, and the arguments will stand unanswered, simply because they are unanswerable.

Prof. Morgan is, as he stated in the last issue, a "loyal son of the South," and we are glad to have this question of "High Schools" stated so fully and argued so ably by a *loyal son of the South*.

Prof. Morgan presents in this paper THE RECIPROCAL DUTY OF THE CITIZEN AND STATE.

The State, as has been fully set forth, is not a crystallized and unchangeable somewhat, but it is the reflection of the will of all the people who as citizens compose it. Hence, the State, like the individuals who compose it, is progressive, and must continuously adapt itself to the varying needs of its citizens. We claim for our State governments this quality of perfect flexibility, and we feel its value when we contrast the results of our civil troubles with the far greater destruction which these work under the governments of Europe. Hence it is the business of each citizen to impress his views upon the public to which he belongs, in order that the public opinion, as expressed by the State, shall more and more truly represent the best intelligence of the community.

In this way the citizen and the State are engaged in a constant interchange, and while the functions of the State can never change, and while the field for the exercise of these functions will always be limited to the common interests, yet the functions of the State will be more clearly defined for those who

REPRESENT THE STATE, while, at the same time, the individual will be compelled to assume higher and higher responsibilities. Hence we are constantly engaged in committing to individual enterprise, those interests which the community regards as individual, while as constantly we impose upon the State the charge of such common interests as we find injured by the ignorance, selfishness or neglect of individuals.

It is in this way that the individual returns a thousand-fold the benefits received through the State, through whose instrumentality he has prospered.

This is the ground for the labors of all public-spirited men, whether they invent iron-clads, build bridges, make jetties; whether they conduct foundries, and take a prominent part in every business interest which requires ability and capital, and which is to inure to the benefit of themselves

AND THE COMMUNITY instead of themselves in distinction from the community; or whether remote from these enterprises they lend ready sympathy and material aid to all that civilizes, beautifies and strengthens the community in which they live.

Fortunately, for us, the number of these valuable citizens is increasing, and, even where as individuals they enjoy no universal fame, they can see from day to day the results of their labors in the rapid improvement of the community where their lives are passed.

But every one knows that unless he goes far enough to secure success, his capital of time, labor and money is wasted. Hence the consideration of the sufficiency of the education for the end proposed.

Throughout this discussion, we must, if we would reach any sound conclusions, carefully guard against confounding the question of a high school with any prescribed course of study; in considering the sufficiency of education, we must more particularly distinguish between an education in quality, and our views as to the particular branches best calculated to secure this sufficiency.

The sufficiency of education must be determined by the previous considerations of political necessity, and reciprocity of duty between the citizen and the State, modified by the next and last consideration—the ability of the community to attain what it may desire.

A prevalent view is, that because in times past the "three R's" constituted all elementary instruction, that therefore any education which occupied itself with these would be sufficient. To suppose this is, however, to close our eyes to the changes which have been wrought in the world, and to lose entirely the significance of such portions of our history as form the most constant theme of our conversation.

The increased material prosperity which has sprung from the free development of creative activity, has changed the conditions of our life, and with the changed conditions has come a change in the needs of education, as well as in all the other institutions of society. Men see that in all true progress in manufacturing, the learned professions, and even theology, we need constant readjustment; but many seem to draw an arbitrary line separating education from these other interests.

It must be remembered that as the individuals change, so do they modify all those institutions which are but the expressions of their will. Hence, the reasonableness of an objection against any education which, however suitable to times past, is out of relation with times present. Owing to the diffusion of intelligence, and more especially to its application to machinery, skill is now becoming as essential as knowledge was in the times of our fathers. Whether with Cardinal Wiseman we dream of converting the artist into an artisan, or desire with many, to secure to our children the ability and desire of

EARNING A LIVING, and of contributing to the increase of accumulated wealth whether this be spiritual or material; or if we take the standpoint of the so-called workman, and desire a fair day's wages

for a fair day's work; or desire to reduce the number of "clerks," (using the word technically, as it is employed by our discourses on political economy), or desire to see each man reach his fullest development; in all these cases, and in all others that may be stated, we are called upon to face the fact that

TIMES HAVE CHANGED

and that we must change with them. The education which fifty years ago would have been generous, no longer fits a man for the contests of life. The whole movement of physical science and the applied and mechanical sciences is towards a point at which the unskilled workman must disappear.

We frequently meet the suggestion that prominent men of the past were provided with but a scanty education preparatory to a useful influential life, and we do not reflect, as we should, that prominence is merely relative. If these men so distinguished in our histories, as revered in our memories, could be fairly brought into relation with our own times, they would possibly lose much of their preeminence.

Within our own knowledge many men of prominence in the generations just back of us, need perspective for the preservation of their traditional abilities. Therefore we must inquire in regard to the education which we furnish, as to its sufficiency for the objects which justify its mere existence.

Those who regard education as a right will admit that the right is valueless unless sufficiently extensive to pay for its assertion. It is upon this idea that communities have proceeded, even if unconsciously, in demanding home-education for home talent whenever it existed to an extent sufficient to justify its development. Hence, in public schools, regarded as the people's schools, (and carefully distinguishing the true people from the people of the demagogue, and with equal care from the people of the believer in political caste,) it is reasonable, and indeed

IMPERATIVELY NECESSARY,

that a sufficiency of education should be furnished notwithstanding the fact that many will, from the necessities of their individual life be unable to avail themselves of these advantages.

That the grammar school course is under any circumstances insufficient to accomplish the only object of our supporting education at all, will be manifest whether we consider the needs of the many who do avail themselves of a more extended course, the prevention of caste by avoiding the exclusion of any but poor people, the want of intelligence and skill against which we are daily contending, and of which complaint is daily heard in every industry in the community; the narrowness and

POLITICAL IMBECILITY

of many so-called intelligent citizens; or the actual results of the products of public education before and since the extension of the course.

It is materially of advantage to sustain any reasonable expense for the education of home talent at home.

1st. Because even the money spent by the well-to-do is expended away from home. 2d. Because it is unprofitable to import workmen so long as we have a sufficiently large population for which we must provide, and for which we can provide most economically and most satisfactorily, by transferring them from the ranks of careless and incompetent citizens to the class of self-respecting men, capable, and desirous of providing for themselves. In the second place, a community gains more wealth in proportion to the number who are willing and able to labor for its acquisition. In the third place, a land is

NOT PROSPERED

even materially by the neglect of those other human interests, which while perhaps no more necessary are of no less importance.

Many of those who read these words have spent years working for those changes which we see in the community, and while the return is great, in consideration of the workers, it is so small that to-day Missouri has neither the reputation nor influence which is exerted by the smaller, more intelligent community of Massachusetts, which has had no larger opportunities. Cannot, however, this work be done by private schools?

Let the past history of Missouri reply, and while to-day there are among our private schools those which do honor to the cause of education, yet it could easily be shown that they owe much of their success to the competition excited by our public schools.

The limit in our community seems to be the high school; partly, because we have not yet reached the point where the opportunities for a higher education are desired by the community; partly because the high school of the present day is about a fair equivalent for the district school course of twenty-five or fifty years ago; partly because we feel poorer than we are; and partly because the many have had the problem of public education presented in a form distorted by undue enthusiasm, by ignorant conservatism, or in combination with interests political or other which tend to prevent a fair consideration. Finally, those who believe in

EDUCATION AS A NEED,

or as a civil right, and who may assent to all or many of the positions already stated, may inquire as to a limit of this education which shall prevent the error of extravagance while avoiding the stupidity and wrong of parsimony. This limit stated in general terms arises from the pecuniary means and political clearness of such a community.

But we must remember that our means have increased together with our needs, and that the disciplinary value of the schools assumes a vast significance in view of the immense population of our city—the consequent growth of social disparity in our community; that we must accept a rational tax in the same spirit that those who own no real property pay for the fire department, the making of streets, etc.

SCHOOL HOUSES.

We make the following extracts from an admirable address by Supt. John W. Rowley, delivered before the Superintendents' and Teachers' Association at Fairfield, Iowa, a short time since. He says:

"Our School House is an *important* matter.

1st. We do *not* want a house 10x12 feet, or 16x16, with benches made out of slabs supported by legs, with two or three inches protruding through them to the annoyance of the pupils who are compelled to sit upon them, and especially the little boys and girls whose feet do not begin to reach the floor; the desks, if we may be allowed to call them by that name, upon which they are expected to write, resting upon pins protruding from the wall, and hardly within the reach of even the largest pupils, and an absence of any of the apparatus supposed to be necessary for a model school-room of the present day.

Oh no; we do not want our house to be built in that way, though we passed *many, many* happy days in our childhood in such a house as we have pictured; days upon which we in our musings, look back with pleasure, and even

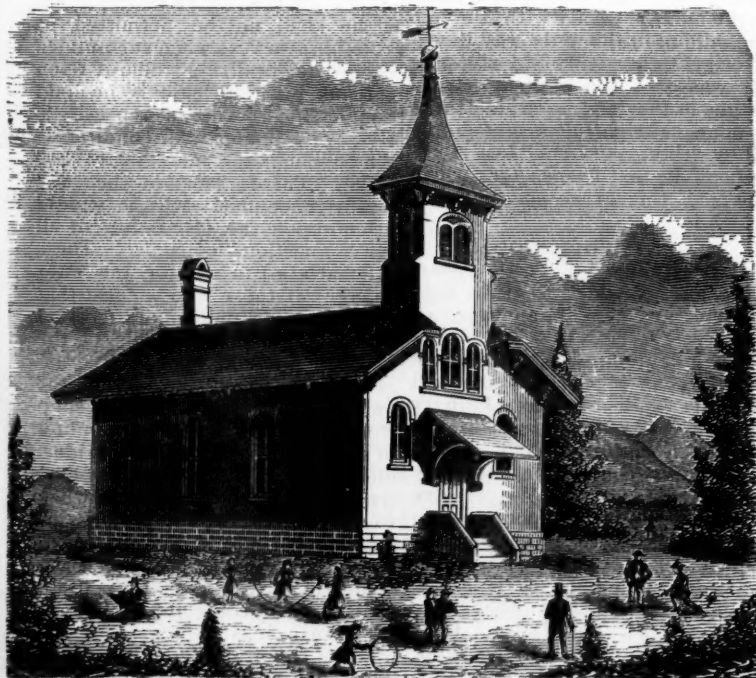


THIS OLD SLAB SEAT

we do not forget; and we know besides that boys and girls who afterward became learned men and women, and who have filled important stations in life, and even reached the highest station in the gift of our people, passed most of their school days in houses of this kind, and labored under disadvantages that the boys and girls of to-day do not have to contend with. But so much mere honor is due to them for what they attained under these disadvantages.

But with all these hallowed associations, a different house, for my Model School, is to be preferred.

Now for the school-house, and in giving you an outline, I will try not to be extravagant, but take into consideration the hard times, and at the same time secure a

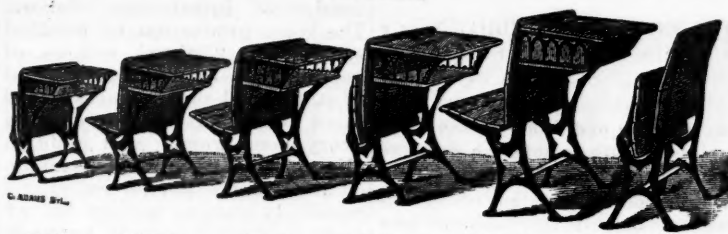


C. B. Clarke, Architect.

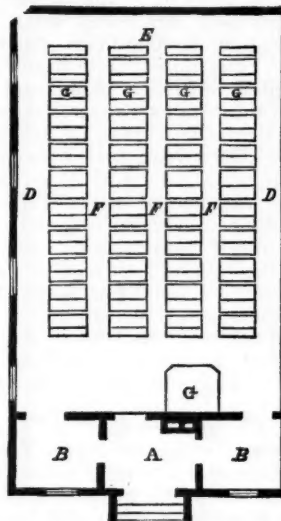
COMMODIOUS SCHOOL HOUSE.

The dimensions should be about 26x32 feet. We want the width as we desire to have plenty of aisle room. A 12 to 14 foot story is desirable, 3 windows on each side, a door in the end of the building, windows on either side of the door, the windows arranged so as to be lowered from the top; the house to be built of good material, with a substantial foundation; the stove to be near the door; to be seated with

GOOD DESKS,



Say about eight desks of the largest size to be in the outside rows, and six of smaller size on the two inside rows, making four rows in all.



This diagram shows the ground plan of a house 26x32 feet, and an excellent way of arranging the desks, &c. Floor space of each double desk, 3 1-2 feet long by 2 1-2 feet wide.

A—Entrance and hall, 6x8 feet.

B B—Wardrobes, 6x8 feet.

C—Teacher's platform, 6x5 feet.

D D—Side aisle, 3 feet wide.

F F—Middle aisle, 2 1-2 feet wide.

G G G—Desks and seats, 3 1-2 ft. long and 2 1-2 feet wide.

Sixty pupils accommodated at cost of \$2 00 to \$2 50 each, with "Patent Gothic Desks and Seats," and an average of \$3 50 per double desk, seating two pupils, for "The Combination Desks and Seats," such as are used

by about 30,000 pupils in the St. Louis Schools.

Four rows of desks, each containing 6 desks and 1 Back Seat—30 double desks seating two pupils each, the four *rear seats* to start the rows with.

Of the "Patent Gothic Desks and Seats" Prof. C. P. McCrohan of the Centreville High School, in Texas, writes as follows:

Somewhat more than two years ago, we purchased one hundred of your Patent Gothic Desks. We are greatly pleased with them. Not only do they admirably economize space, and sustain the back of the pupil by their peculiar and judicious construction on physiological principles, but there is one quality of which I would particularly bear record—and for which I can commend them—their indestructibility. Not one breakage has occurred among them all.

Very truly yours,

PROF. C. P. MCCROHAN

THE CURVED BACK and Curved Folding Slat Seat of "The Patent Gothic Desks and Seats" were designed by Prof. Cutter, the eminent Physiologist, and are true to anatomical principles: the inclination of the former and the curve of the latter are so correct, that they conform *exactly* to the person of the occupant, and the pupil sits in an easy, upright and healthy position in using these desks. "We would have a

BLACKBOARD

Across the entire end of the building, opposite the door, (and more if possible), a teacher's desk and chair, and I will try and not occupy the chair more than two-thirds of the time—it is not necessary for me to say why, as teachers especially will understand without an explanation,—an Unabridged Dictionary, outline maps, charts, thermometer and clock. Oh! we had almost forgotten the water pail and cup, which we consider very essential in every well-ordered country school room, though in saying this we cross the opinion of many of our teachers. It is my desire that this house shall be built upon an acre of ground, owned by the district, and inclosed with a substantial board fence, with all the necessary out-buildings, a platform in front of the door, and plenty of shade-trees in the yard."

IGNORANCE COSTS. — Prof. Riley has been appointed Government Entomologist, with headquarters in the Smithsonian Institute. A correspondent of a New York journal says: Since his recent installment as Government Entomologist, Prof. Riley has begun work with the view of securing large and immediate practical results for the benefit of agriculture throughout the United States. One of the chief functions of his bureau will be the investigation of the habits of insects injurious to all sorts of crops, and of the remedies against

them. It is estimated that the annual loss to agriculture in the United States from destructive insects is not less than one hundred and fifty million dollars. Specimens of these insects are constantly being sent to the department from every part of the country. Prof. Riley asserts that in every instance, if a proper investigation should be made, an effectual remedy of extermination might be found.

Ignorance in this direction alone costs us one hundred and fifty millions of dollars per year.

Facts for Careful Consideration.

HON. B. GRATZ BROWN, in a late address in St. Louis, of which Dr. B. St. James Fry, editor of the *Christian Advocate*, says there ought to be one hundred thousand copies circulated among the people—made, after very careful investigation, the following statements in writing—so that if they are not true their untruth can be shown—but if they are true, and we have no doubt on this point, they ought to arouse to such action on the part of the parents and tax payers as will bring relief from both the peril and the wasted money collected in the shape of taxes.

Gov. Brown said:

Under the ægis of our Constitution, we have made wise and, as we believe munificent provision for educating the children of the State, by setting aside one-fourth part of the Revenue Fund for that purpose; realizing, with some additions provided by law, about \$500,000. With still greater fortitude the districts tax themselves in addition more than \$1,500,000. The Superintendent gives the total for 1875, as \$2,189,860. But this, it will be seen, is nothing like the sum annually expended for intoxicating liquors—a mere bagatelle compared with the munificent endowment of the dram shops—nurseries of

DEBAUCHED YOUTH

and palsied old age.

The aggregate wealth of the whole State, as shown in its fiscal report for 1876 is \$560,777,361, and on this the limit of taxation is about 1½ per cent. in the rural sections, and 2½ in the towns and cities. At times the burden reaches 3 per cent., and then it is felt to be insupportable. But as shown, the annual expenditure for alcoholic beverages is nearly double that or 6 per cent. of the whole capital. With such a tax upon our resources as this latter, how can we afford to live honestly or pay our debts?

We gather from the State Auditor's report, that the total of merchant and other licenses, foot up about \$250,000 in a year, and it is estimated by him that dramshops yield about one-half of this sum. Thus \$125,000 a year represents the whole outcome of this barbarous system of revenue so far as the State is concerned. It does not begin to pay the costs in criminal cases, which in 1876 were \$227,380; nor the expense of the Penitentiary, which for the same period is set down at \$176,522. Yet both these extravagant outlays may trace paternity largely to the licensed dramshop.

By reference to the census of 1870 and the classification embracing Missouri, it will be found that the number of distilleries in this State was in that year 91, the breweries operated 124, the wholesale liquor houses 313, and the licensed

RETAIL DEALERS 5,922.

The population of the State by the same authority was placed at 1,721,295, which would give an

average of 290 persons to each vender of intoxicating liquors. The home production of distilled spirits was 2,287,285 gallons, of beer and ale 368,968 barrels, and of other alcoholic mixtures 95,000 cases, or about nine gallons to every man, woman and child in Missouri. What of this is retained and what exported cannot be positively known; neither do we know how much more is surreptitiously made which passes no inspection. A close proximation to the actual consumption can, however, be made by a comparison of the licensed dramshop sales of other like commodities to our own. Thus, an estimate based on extended statistics in several of the Middle States, shows that each retail dealer must take in not less than \$5,000 a year, gross proceeds, to support a saloon with its incidental expense of stock, rent and attendance. This corresponds too with other information derived from the retailers themselves, and with the statement put forward in their memorials demanding a reduced license. As this is a central fact of grave importance, I may be pardoned for still further verifying it by data at hand.

Dr. Edward Young, Chief of the Bureau of Statistics of the Treasury Department at Washington, in reply to a call for information, after remarking upon the "exaggeration of receipts of internal revenue from sales of merchandise, including liquors," and saying by way of parenthesis, "Temperance, in common with almost every good work, has suffered from the intemperate zeal of its advocates, and from no cause to a greater extent than exaggerated statements of facts," gives the aggregate cost for the fiscal year ending June 30, 1871, at \$600,000,000, as follows:

Whisky—		
60,000,000 gal.....@ \$6 retail,	\$360,000,000	
Imported Spirit—		
2,500,000 gal.....@ \$10 retail,	25,000,000	
Imported Wines—		
10,700,000 gal.....@ \$5 retail,	53,500,000	
Ale, Beer and Porter—		
6,500,000 bbls.....@ \$20 retail,	130,000,000	
Native Brandy—		
.....@ \$20 retail,	31,500,000	
Total	\$600,000,000	

This divided among the 146,000 retail dealers reported for that year, would give an average of between \$4,000 and \$5,000; showing the previous estimate to be substantially right. By such triple verification therefore, by the consumption of liquor, the cost of retailing, and the amount of sales, it will be seen that Missouri, with her 5,922 licensed dram-shops, expends for alcoholic drinks, in one year, the enormous sum of \$29,600,000.

And this is waste. All other expenditures in which our people indulge, bring back in some way or other a return; but this yields nothing either of fruit, or growth, or enhancement. In the original shape it would supply food to thousands of human beings; whilst in a rectified form it is a destroying agent, productive only of other ruin.

COMPARE THIS WASTE,

too, with the wealth, of which we boast so much, as the fruit of our industry. Our State ranks among

the first in the Valley of the Mississippi as to those great elements which go to constitute productive capacity. Yet this waste is equal to one-fourth of all the farm crops of Missouri, which, according to the census of 1870, was \$103,035,759. It is more than one-third of all the capital invested in manufactures, which was \$80,257,244. And it is nearly one-half the actual cost of all our completed railroads, which may be set down at \$60,500,000. It would seem as though content should sit enthroned amid this abundance. But employers complain of sad

DEPRESSION IN BUSINESS,

and the unemployed parade the red flag, demanding to live more at ease. Think you there is no skeleton in our house of State? There is reason in the cry of distress that goes up from workers who have no work; there is catastrophe in the wants of laborers who will not starve. And yet this vast and cruel waste is three times the sum paid annually to all the farm hands in Missouri, which was returned \$8,797,487, and very nearly equals the entire wages of all our skilled working men, placed at \$31,055,445. Applied productively instead of destructively, it would double the earnings of the latter and quadruple those of the former. Invested permanently as a cumulating fund, it would inspire every branch of

TRADE AND COMMERCE

with inconceivable activity. Diffused through minor industries, it would people our vacant lands, plant homesteads on every quarter section, make labor lord of its own leisure, convert the shaft-sinker into the share-holder, and make money plenty with the toiling million in the only way it will ever get to be plenty—by stopping all waste of the hardest earned wages in the land, of which there is none so frightful as this entailed by drink.

Look it, my friends, square in the face, this great spectral fact which is

HAUNTING OUR HOMES,

and terrifying our small economies, and consider what its forebodings are, under another aspect.

The indebtedness of the State of Missouri as taken from the last Treasurer's Report, was: January 1, 1877, \$17,248,000, and stands now, if the maturing bonds of 1877 and 1878 have been met, at something over \$15,000,000. We perceive then, that the amount consumed in dram drinking in this Commonwealth during each year, is about twice the whole debt of the State. Again, the expenditure of the State establishment, Legislative, Judicial and Executive, sinking fund, interest on bonds, and all eleemosynary institutions was, in 1876, \$2,843,950. Hence, it will appear that the amount of

WASTED WEALTH

dedicated to dissipation each year, is more than ten times the cost of administering the laws, keeping the peace, caring for the unfortunate, and punishing the wrong

doers. And this is called government!

The total and complete wreck of the private home by intemperance is proverbial. We all know how first luxury, then independence, then schooling, then clothing, then food, then love desert its threshold, leaving only

WOMAN'S ANGUISH

there to bedew a new made grave. But that single home is type of the state with its hundred thousand and homes, equally threatened with decay. It cannot be other than what they make it, but it can make them other than they are. Let it but speak the word and the grim spectre vanishes. Refuse to speak the word and it will remain a dread menace, wrapt in gloom and misery, potential of infinite ruin, and taking what shape fear shall suggest, of repudiation, or revolution, or social anarchy. On all days of

GENERAL ELECTION

the sale of alcoholic drinks is absolutely forbidden, the saloons are required to be closed, and any violation is punished as a misdemeanor. Thus the State takes two very important attitudes: *First*, it declares, in effect, that dram selling is in its very nature dangerous to any right exercise of citizenship. *Second*, that the only way to avoid that danger is to prohibit the traffic on all occasions of its use. Now, if this be true as regards a mere incipient act of governing, why is it not equally true when applied to a still more elaborate exertion of such authority? If the citizen may not help rule a village when so tempted, how shall he assist at governing a

STATE OR NATION?

If he shall not be permitted to vote his own vote when surrounded by the demoralizing traffic of open saloons, by what logic is he held competent to vote a representative vote under like conditions? And again, is the mere act of balloting of more moment than the matured counsel which should attend upon the discussion of all grave questions of State? These are matters I leave for the after thought of those who suggest that Prohibition is undemocratic—that is, unfavorable to the rule of the people. I would not wish to exaggerate the extent to which the nefarious influence of the dramshop enters into the governing conduct of our citizens, but when consideration is given to the usual appliances for controlling parties, and when we recognize how completely our own has become a government of mere parties, it will scarcely be denied by any one that the dramshop is more controlling than the legislature, inasmuch as it is the pivot of the primaries. It is there that the autocrats of rudimentary politics assemble to carouse over the choice of available candidates and those who do not show up on the occasion are pretty apt to be left out in the cold. Indeed, the ward canvass of late years has become substantially a pilgrimage from sample room to saloon, and from grocery to groggery, whilst

the deposits of candidates, as has been lately testified in our Courts, are too often left there in *escrow* to stimulate retainers in ballot stuffing, false counting, and voting dead men's names. In the country districts it is little, if any, better, only the drinks are further apart. The whisky shanties

AT THE CROSS ROADS,

eye-sores of every neighborhood where they become established, are by force of their attractions a resort for those soldiers of fortune who turn the scale in close elections and thereby rule the hour. Frequently they become, likewise, headquarters for Central committees, from whence go forth edicts to shove delegates and pack nominating conventions.

I may illustrate this by an incident. A late member of our General Assembly visiting, as one of a Committee, the State Penitentiary, inquired of a convict what brought him there. "Whisky," he quietly answered, and then asked in return. "And what brought you to Jefferson City?" Truth compelled the legislator to respond, "I believe it was whisky brought me here too." So it seems that the dram shop influence plays its part conspicuously in recruiting both the

GREAT ASSEMBLIES

at the State Capital. Indeed, it is not going too far to say, that the extent to which the politicians of the country are compromised with the liquor interest, and the associations which fester around its haunts, has done more than all else to deter men of upright character and business qualification from engaging heartily in political pursuits. They see that the qualities which command success are boon companionship rather than mental capacities, and shrink back from such competition. The results of excluding the classes best qualified for public service from public position, is only too visible in official delinquencies and violated trusts. Nor is this all, or perhaps the worst feature of such a regime. Defalcations may be borne with; new victims may step into the places of disgraced favorites. But the exclusion of strong convictions and high purposes from the control of the country, puts a premium upon moral cowardice which candidates for favor are swift to appropriate. It has become a world-wide criticism, that there is less of independent thought among the statesmen of America than those of any civilized people on earth. They sometimes adopt principles which have been pioneered through obloquy into victory, by men they ridicule as agitators, but the growth of ideas is always outside of parties. As for any initiation on this present subject from them, rest assured they would rather sin against the Holy Ghost than against the beer barrel.

WENDELL PHILLIPS

has been denounced as a visionary enthusiast, if not absolutely insane, ever since I can remember, yet, periodically, every ten years, the

politicians catch up with him, steal part of his platform and damn the balance. In fact, say what you please, this nation loves courage, hates cowardice, and at last will show its appreciation of the man who thinks out and acts the faith that is in him. Whence then comes this evasion, timidity, indirectness which emasculates our public life and has given a new and sinister meaning to the strong old English word *politic*? Shakespeare said—

"This land was once enriched
With politic grave counsel."

But such expression would scarcely fit our degenerate speech. The politic of to-day is that which creeps and burrows. This is shown signally in the changed relation of the press which has almost lost control over politics. The newspapers of widest circulation scarcely claim a morganatic party connection. Day by day the able editor is ceasing to be a factor in shaping our representative system. The machine is run by the bums and inspired by the dramshops. Where it will all end no one dare predict. I can see no further along, if the present state of things shall continue, than FREEDOM DRUNK, and that is Communism.

STARTLING STATEMENTS.

IS it not well for us to consider a little further, some of the official records presented by Ex-Governor B. Gratz Brown in his late address in St. Louis. Statements like the following:

Dr. Elisha Harris, in our own country, writing on Prison discipline, says "full eighty-five per cent. of all convicts give evidence of having in some degree been prepared or enticed to do criminal acts because of the physical and distracting effects produced upon the human organism by alcohol." Of 23 murders in one year, in Philadelphia, 20 came of drink. Of 75,692 arrests in New York City, 34,696 were for

DRUNKENNESS AND DISORDER.

In fact, all the annals of penitentiaries, houses of correction and jails but confirm what you see so patent in daily police reports, that intoxication and crime go hand in hand down the slippery paths to perdition. And this moral leprosy is contagious, constantly spreading, making its conscription younger every generation. But the blunted moral sense which breeds dishonesties among individuals, where brought into contact with the state turns its employ into rings of plunder and combinations for spoils. Those who have witnessed the growth, in late years, of the sentiment that *robbery of the state is no robbery unless discovered*, will not need to be told that it finds its culmination in that

ORGANIZED ASSOCIATION

known as the lobby, whose trade is corruption, whose appliance is human weakness, and whose bible is the bottle.

The effect however of this open traffic in intoxicating drinks is visible in the morals of public thought

long before it takes on any violent types of depravity. What the state licenses the community will persist in regarding as right, thus all reverence for law is undermined in those who still believe it wrong, and all faith in morals is shaken with such as stickle for the law, so that obedience to authority, which constitutes

GOOD CITIZENSHIP

finds itself embarrassed either in accepting or repudiating legalized intoxication. Indeed it goes much further, for we thus have the state as a teacher of morals inculcating by way of a first lesson, that the beginnings—whether of virtue or vice, are, in its estimation, matters of indifference. How early the seeds of disobedience are sown by such teaching may be well shown from reports of the Boston Public Schools, where, by careful inquiry it has been shown "among the causes for truancy that which so far transcends all others as to be considered the cause of cause, is the early use of intoxicating drinks." Such is the attestation of Mr. Philbrick, for so many years Superintendent. If to this be added the

EDUCATING INFLUENCE

of the dram shops, for they are the rendezvous of riper profligates ambitious to encourage the young to emulate their courses, some idea may be formed of the antagonism thus interposed to any higher moral and physical development. Even if the great object of government then was merely the suppression of crime, without other or nobler purpose, does it not sap the very foundations of its strength and permanence by sanctioning the license system? Is it not equally fatal as a policy of state, to the governing and the governed?

And here I might properly rest this analysis, were it not that there is one great element of society which revolves in a sphere of its own, and is scarcely to be classified under either of these aspects—I mean the families of the people—the centers of domestic rather than public life. The dramshop law is not merely a menace, it is a crime against the

MARRIAGE TIE.

The State first licenses the sale of intoxicating liquors and then declares habitual intoxication cause for divorce. This is separation made easy, and ninety-nine out of every hundred cases which occur in our Courts rest on that ground. It is not the question here whether drunkenness be sufficient cause, but if it is, how can the Government excuse itself for upholding and legalizing the traffic which causes drunkenness? And where one family is thus dissolved by a legal edict, in consequence of such induced intoxication, how many thousands upon thousands die out, or are

VIRTUALLY DESTROYED

which make no outward sign? It is in the heart of the mother and the terror of the child that this dread visitant first finds recognition. It is over ruined hopes, and broken promises, and lost respect,

and wounded love that drunkenness invades the family, and when once there it is only a question of how long before every affection which binds that family together will be trampled out of being. And the future of citizenship is thus accursed before it is born into time.

What has been advanced will have been said to little purpose if it fail to convince you, that in all the relations which this liquor traffic bears to the State, it is

ALTOGETHER INDEFENSIBLE

and should be *prohibited*. Whether viewed economically or politically or socially—whether as a matter of morals or of policy—in what guise soever it be seen there is no redeeming feature about it. Can it then be suppressed by the State, and if so, by what best method, are the questions which at once crave answer.

Prohibition, it must be borne in mind, is a fact to be made good, not merely a law to be passed—a thing to be accomplished practically, and not a mere theory to be left to die from want of enforcement. And first, then, let me say that its feasibility is just as apparent as the suppression of any other condemned practice among men. Indeed the sale of intoxicating drinks is far more

CAPABLE OF PREVENTION

than any single vice of individuals; for sales require a large number of customers to make them profitable, and numbers cannot engage in such violation of law without discovery. If only the Government be sufficiently in earnest, and its officers be reliable, there cannot be any difficulty about stamping it out as easily as a cattle pest. This talk, then, that Prohibition is a failure, is all bosh. It has been a success in many lands, and wherever vigorously set about; and to-day is more of a success in Maine than any law against any crime involving equal prospective gain. There are, no doubt, some evasions there of the most

STRINGENT STATUTE

known to our age, but certainly not a hundredth part so many as there are infractions of our license law, which only aims to collect a tax.

For the further information of all those skeptics who are so doubtful about prohibition, I may refer them to Sweden where, in a population of three and a half millions of people, only 450 places of open sale are allowed, and those under a most stringent supervision. In England, the report of the Committee of the Province of Canterbury, embracing upwards of a thousand parishes, shows that there is neither public house nor beer shop known.

IN SCOTLAND,

many extensive estates and large industrial establishments have adopted the system as a purely business enterprise, and its effect has been a miracle of prosperity. In the United States, owing to the timidity of political parties, and the immense control acquired by the liquor interest, the experiment

has only struggled up, here and there, as a demand of the people, over and above the head of parties; but wherever tried faithfully, it has been a success. Four of the most prosperous States of the Union have Prohibition now engrafted on their codes, and the dram sellers there, if any there be,

DO NOT COMPLAIN

of its non-enforcement, or make light of its severe penalties. In many whole sections of other States, where local option obtains, there is absolute suppression effected, and if I wished a signal instance I might cite you here in Missouri to the only large iron industry now in operation, that has not balked its labor in all the panic times, and bid you note well the fact that for long years, throughout its five and twenty square miles of territory, no drop of liquor has ever been permitted to be sold. I name with honor the Iron Mountain Company.

How to establish Prohibition is the other and more involved inquiry. Elsewhere, communities have only arrived at a solution of the problem after

LABORIOUS EFFORT

and much disappointment, so that no doubt, we too shall have to struggle up out of difficulty into triumph. Yet let not this be any discouragement, for no cause was ever well won that was not well fought. The fact of prohibition may be reached in various ways, all dependent, however, on a pronounced public opinion to inaugurate and maintain it. To accomplish that, agitation is first of all necessary—agitation by all ways, incessant, persistent,

UNFLINCHING AGITATION.

Neal Dow says that before the State of Maine was convinced, it was sown knee deep all over with prohibition literature. As the people of Missouri are the swiftest in the world to arrive at conclusions and adopt a true policy, it may not take so much discussion; but the facts will have to be broadly stated and freely disseminated. Again; no element of repression can be safely disregarded. In the agricultural districts, hostility to all drunkenness is so well established as a sentiment that it is ready to take on forms refusing to issue permits. To this end the present dram-shop law offers

SIGNAL OPPORTUNITY.

By one of its provisions no Judge of any County Court is permitted to issue a license to any dram shop unless it shall be first petitioned for by a majority of all the tax-payers of the township, town, or city block. Furthermore it is required that this petition be renewed on the 4th day of July in every year or the license shall be void and the traffic unlawful. This affords fitting opportunity to test the sense of every neighborhood, to arraign delinquent courts in every county, to enforce the law as to all its prohibitory features. Not one in fifty of the 5,922 dram shops in Missouri is to-day entitled to remain open. Let this be the

celebration then, to which all men in Missouri opposed to drunkenness shall address themselves by way of

ORGANIZED PROTESTS

at the coming anniversary of the nation's independence, and if you will do so with the spirit of your fathers in 1776, you will achieve a deliverance for the State second in importance to none that has yet been accomplished. To make prohibition permanent it should take on constitutional shape, and to that end no man should be permitted to go to the Legislature, if he can be defeated, who will not pledge himself to have submitted such a constitutional amendment to a vote of the people. This is the

RIGHT OF PETITION

in its largest sense, which the people have reason to demand, and those candidates who refuse may be set down as fit only to be driven from public life. The agitation of such an issue in the pending election will make clear to the State that this is not a mere vapid parade of sentiment, but means business. It will notify the politicians to set their houses in order and prepare to enlist anew—"under which King Bezonian speak or die."

To insure Prohibition as a success, however, neither courts nor constitutions are sufficient. Behind all these there must be

RIGID ENFORCEMENT,

civil proceedings for redress, criminal arraignment for punishing and all the appliance which comes of legislation intent to effect suppression of the traffic. This can only be sustained by political association pertinent to that end, and as the cause of Prohibition more and more approaches supremacy it will formulate itself into

PARTISAN SHAPE.

For, after all, it is with men we have to deal, and men in power only respond to organized sentiment. I counsel, therefore, that you prepare the way, even at this early day, for the "Prohibition Alliance," which is to rule the future of Missouri in despite and over the head of all other associations opposed to its behest. In politics as in nature the law of life is "the survival of the fittest," and politicians should understand, and if they do not, should be taught the lesson anew, that such organization as will not respond to the vital issues of the age must be content to disappear.

BLACKBOARDS.—Every school-room should be well provided with this necessity to successful teaching. They are as essential in teaching penmanship as arithmetic, and should be freely used in connection with every writing lesson. Success in the management of writing classes, and of all other classes, depends almost entirely upon a proper use of crayon and blackboard. The intelligent teacher who understands criticising and explaining penmanship, even though he be not a good penman himself, and keeps up an interest and enthusiasm in his pupils by a proper use of black-

board illustrations, will be able to show more improvement in three weeks' time than those adopting the plan of allowing pupils to imitate and practise according to individual fancy, can in as many months.

KANSAS.

STATE CERTIFICATES.

STATE DEPARTMENT OF PUB. INSTRUCTION, }
TOPEKA, KANSAS, 1878.

It is proposed by the State Board of Education of Kansas to hold an examination of candidates for State certificates and diplomas on the 26th, 27th and 28th days of next August. These examinations will be held in every county in the State in which the county superintendent of public instructions will take charge of and conduct the same in accordance with the rules of the Board.

PROGRAMME OF EXAMINATION EXERCISES.

Monday, August 26, 1878.

8:00 a. m. to 8:40 a. m.—Orthoepy and Orthography, including the analysis, derivation and structure of words.

8:40 a. m. to 9:40 a. m.—Reading.

9:40 a. m. to 11:00 a. m.—English Grammar and Composition.

11:00 a. m. to 12:00 m.—Industrial Drawing.

2:00 p. m. to 3:30 p. m.—Geography and Map Drawing.

3:30 p. m. to 4:30 p. m.—Physiology.

4:30 p. m. to 5:15 p. m.—Entomology.

5:15 p. m. to 6:00 p. m.—Geology.

Tuesday, August 27, 1878.

8:00 a. m. to 9:30 a. m.—Arithmetic.

9:30 a. m. to 11:00 a. m.—Book-Keeping.

11:00 a. m. to 12:00 m.—Algebra.

2:30 p. m. to 3:30 p. m.—U. S. History and Constitution.

3:30 p. m. to 4:15 p. m.—Botany.

4:15 p. m. to 5:00 p. m.—Natural Philosophy.

5:00 p. m. to 6:00 p. m.—Didactics.

Wednesday, August 28, 1878.

8:00 a. m. to 8:45 a. m.—General History.

8:45 a. m. to 9:30 a. m.—Geometry.

9:30 a. m. to 10:00 a. m.—Political Economy.

10:30 a. m. to 11:15 a. m.—Chemistry.

11:15 a. m. to 12:00 m.—Latin.

QUALIFICATIONS FOR THREE-YEAR CERTIFICATE.

To be entitled to a three-year certificate, the candidate must pass a satisfactory examination in the following branches:

1. English.—Spelling, Reading, Penmanship, Composition and Grammar, including the structure of words.
 2. Mathematics.—Arithmetic, Book Keeping, Industrial Drawing, and Algebra through simple equations.
 3. Geography—Physical and Political.
 4. United States History and Constitution.
 5. Elements of Philosophy.
 6. Elementary Natural Philosophy.
 7. Elements of Botany.
 8. Elements of Entomology.
 9. Elements of Geology.
 10. Didactics.
- Must have taught one year.

Must produce satisfactory testimonials from reputable persons in regard to temper, manners, moral character, and professional standing.

QUALIFICATIONS FOR FIVE-YEAR CERTIFICATE.

To be entitled to a 5-year certificate: Must pass a satisfactory examination in all the branches required for a three-year certificate, and in General History, Algebra through Quadrates, and Plane Geometry.

Must have taught two years, one of which must have been in the State of Kansas.

Must produce testimonials as required of candidates for three-year certificates.

QUALIFICATIONS FOR STATE DIPLOMA.

To be entitled to a State Diploma the candidate must pass a satisfactory examination in all the branches required for a five-year certificate, together with Solid Geometry, Political Economy, Elementary Chemistry, and Latin (Grammar, Reader, Cæsar, and Virgil, or equivalents).

Must have taught five years, two of which must have been in the State of Kansas.

Must present testimonials, as required of candidates for certificates.

The attention of candidates is invited to the following rules:

Each candidate will be required to present the requisite testimonials before commencing the examination.

The examination questions in each branch will be given to candidates at the beginning of the time allotted to the examination in that branch, and at the expiration of that the written answers will be collected.

Answers should be brief, but must be complete in logical exposition, and in grammatical structure. The answers in mathematics must show the process, as well as the result, in each case.

In grading candidates, due weight will be given to the character of manuscripts in regard to penmanship and neatness of arrangement of answers. The standing of candidates in spelling, composition and penmanship will be determined, in part, by the character of their respective manuscripts in these respects.

One hundred per centum will denote perfection.

An average standing of ninety per centum, with not less than seventy-five in any topic, will be required for a certificate; and of not less than 90 per centum throughout for a State Diploma.

The names of successful candidates and the standing of each, will be announced as soon as they can be determined; and the certificates and diplomas granted will be as soon as possible thereafter.

Questions to be used in these examinations will be issued from the State Department of Public Instruction, and sent to each examiner at the proper time.

Candidates at previous examinations will receive credit in the next, in all topics in which they secured 90 per centum.

TIMELY SUGGESTIONS.

THE school interests of the various districts are much enhanced by placing thorough-going men in charge of them. August will soon be here, and with it the annual school meeting. Every district has one officer to elect, and some districts more than one. It is simply impossible to please everybody, and the man that attempts it pleases nobody. Hence for officers of the school districts men ought to be elected who will take an interest in school matters, and selections should be made irrespective of any political feeling. Parties who have never seen the reports of the various school districts cannot imagine the difference between them. It requires some trouble and painstaking to get all the minutæ of the annual report. Some clerks say "there is no use of all this," or "if they want to know, let them find out." But every patriotic citizen is glad when he hears the praises that ascend from half the sisterhood of States in favor of the public school system of our beautiful land. Now, every item in the annual report is placed there, and the question is asked for the purpose of finding out the exact condition of the schools, and to correct any errors that may be discovered in the system. Some clerks do their duty just right, just in time. They get no more pay than those who are tardy and imperfect. The school officers, of course, get no pay directly, but a good school pays any community, and that is secured only by taking an interest in school matters.

A NEW METHOD.

IT does not always follow, that because a method is new it is better than the old—but we confess we are glad to see a new method of instruction inaugurated for teaching French and German.

Dr. Sauveur seems to be the leading spirit in this innovation in New England, and Prof. Henry Cohn, one of his pupils, who is very highly spoken of as a teacher, comes to Iowa College, located at Grinnell, Iowa, and opens a Normal Training School July 9th.

Dr. Sauveur says "a reform is not only needed but demanded on all sides in the manner of teaching ancient languages. Ten years ago John Stuart Mill called for it in his inaugural address delivered to the University of St. Andrews. 'If a boy,' said he, 'learned Greek and Latin on the same principle on which a mere child learns with such ease and rapidity any modern language, namely, by acquiring some familiarity with the vocabulary by practice and repetition, before being troubled with grammatical rules, those rules being acquired with ten-fold greater facility when the cases to which they apply are already familiar to the mind, an average school-boy, long before the age at which schooling terminates, would be able to read fluently, and with intelligent interest, an ordinary Latin or

Greek author, in prose or verse, would have a competent knowledge of the grammatical structure of both languages, and have had time besides for an ample amount of scientific instruction.'

In accordance with the idea of John Stuart Mill, we place grammar at the end, not at the beginning, of the study of a language. That is only natural. We go directly to authors, beginning with the easiest in which we can find purity and perfection of style; they will best introduce us to the genius of their own language. For Latin we follow Cæsar; for Greek, Xenophon.

The system was inaugurated last summer at the Normal School in Amherst, Mass. Great as was our anticipation, the reality proved greater; for the preliminary studies, usually so distasteful, were pursued with a pleasure so great and a success so striking, that we were astonished, and the pupils became fascinated and enthusiastic. During the last winter this system has been followed with great success in New York, Brooklyn and Boston.

GERMAN IN THE PUBLIC SCHOOLS.

Editors Journal:

AS an American citizen of German birth, I beg leave to offer you the following views on German, as a study in our American public schools, for publication in your valuable monthly.

The German-Americans, that is the Germans of the United States, are by their Anglo-American fellow-citizens not always looked upon in an unprejudiced manner, or treated by them as fairly as they ought to be, or at least might be. Why is this so?

Are the Germans in this country, as a class, not industrious, law-abiding, and well-behaving people?

Does the German element in the United States not largely help to develop the resources of our free country? Would the United States be as prosperous without their Germans, as they are with them?

The Germans of this country, in social intercourse among themselves, it is true, speak the German language. But is that a crime? Certainly not. By far the larger number of them, after their immigration from *Vaterland* into this country, learn the English language as fast and well as possible, which is by no means an easy task to them. They speak German among themselves, because it is their mother tongue, that is spoken in Germany, their native land.

Was the German nation in Europe, from which they have come, any more responsible for the building of the tower of Babel, than the English nation was, whose language is the language of this country?

Is the German nation, whose vernacular tongue German is, morally, socially and intellectually, not as highly educated, and has it not as rich a literature, as any other nation in the world?

Moreover, can it justly be said, that the Germans of this country do not

love liberty and our free institutions?

English, the language of liberty, because in it the eternal truths have been proclaimed to the world, by the Declaration of Independence, "that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness," is, and for all time to come will be the legal language of this free country of ours.

In English our American fundamental laws, the Declaration of Independence and the Constitution of the United States, have been written, and in English the Congress of the United States and the Legislatures of the several States of our National Union have given and are giving all the other laws of the land. It is therefore the duty and the natural and legitimate aim and endeavor of our American public schools, to give their pupils a good and thorough education in the English, or, if you please, American language.

But there are in many communities of the United States large numbers of German-speaking children, the offspring of German parents. These children, too, must, as pupils of the public schools, of course thoroughly study the English branches of instruction. To them, however, German, the language of their parents, is the mother tongue. They cannot properly be assisted at home in their English studies by their German-speaking parents. Shall not such pupils, on account of said gap in their school education, get to a certain extent also German instruction in the public schools?

In order to be enabled to communicate with their parents and relatives intelligently, it is morally necessary for such scholars that they, beside their English studies, be instructed in German reading, writing and grammar, together with translating exercises. But German ought always to be only an optional study—it ought to be taught in all grades of the public schools, and the pupils studying it, for this reason, may be compelled to stay longer in school daily, than the rest of the scholars.

If the children of German parents do not get such German instruction in the public schools, they will, in most cases, be sent by their parents to German private, chiefly sectarian schools, to be taught German there. But shall sectarian schools compete with the public schools in this free country? Because the children of German parents speak German as their mother tongue, having been taught it by their mothers, said German instruction in the public schools ought to be given them in the German and not in the English language.

Because they speak and understand German when they first go to school, they by said German instruction do not learn a new language, but only the right and scientific use of one, they already know. This point ought to be heeded by such tax-payers, as insist, that if German-speaking children get German instruction in the

public schools, English-speaking children ought to be entitled to the same privilege. To English-speaking pupils German is a new, foreign language, too difficult to be learned by a turn of the hand. However much Anglo-American parents may wish their children to learn German in the public primary schools, yet the inclination of such children themselves frequently goes the other way, because they consider that study as indifferent or useless to themselves. Sometimes they even treat it as a source of fun, ridiculing it.

German instruction in our American public schools is no absolute necessity, but only a liberality shown to German-speaking children, that enables them to derive morally and mentally as much benefit from the public schools, as the children of Anglo-American parents do. It is, in reality, an exemplification of our American principle of equal rights to all, granted to pupils of different nationalities, attending the public schools. The tendency of the children of German parents in this country to speak English, the language of the land, to all persons, who understand it, is a well-known fact. They, therefore, will not neglect their English studies on account of their study of German in the public schools.

Shall English-speaking pupils, that is, the children of Anglo-American parents, be admitted to the German lessons in our American public schools? Not simultaneously with the German-speaking children, in order to avoid patch-work, so to speak, and the necessity that German-speaking children are taught German in the English, instead of in the German language.

If the maxim be true: "*Non scholæ sed vitæ discimus*, (we learn for life, not for the school), English-speaking children ought not to be admitted at all to German lessons in the public primary schools of this country. In these primary schools they ought to use their whole school time for the exclusive study of the English branches of instruction, that being the language of the land.

By the study of German, the German-speaking children of our American public primary schools are in the main morally benefited. They are thus prevented from despising the civilization of their parents, which they would be liable to do, without a thorough knowledge of the German language. In the public high schools English-speaking children may get German instruction, but separately from the German-speaking children. They, the English-speaking pupils, may learn the German language as a science there. German-speaking and English-speaking pupils ought to be separated as to German instruction, in order that it may become a success. Very respectfully yours,

JOHN GEORGE HERTWIG.

St. Louis, June 24, 1878.

FILL up a column of the county paper with interesting matter in regard to the advantages of good schools to the State.

Recent Literature.

Books Received.

From E. P. Dutton & Co., New York. History of England, by Rev. Mr. Bright, 3 vols., \$5.

From J. B. Lippencott & Co., Philadelphia. Foreign Classics, edited by Mrs. Oliphant; Pascal, by Prof. Tulloch; Petrarch, by Henry Reeve. \$1 each.

History of the United States from the earliest times to the present day, by Rev. Leeds. \$1 75.

From Houghton, Osgood & Co., Boston: Charlotte Cushman, her Letters and Memoirs of her Life, by Emma Stebbins, \$2 50. Hammersmith, his Haryard Days, chronicled by Mark Sibley Severance, \$1 75.

From G. P. Putnam's Sons, New York: Shooting Stars, as observed from the sixth column of the "Times." 50c.

CURRENT DISCUSSION, edited by Edward L. Burlingame. Vol. II. "Questions of Belief," New York: G. P. Putnam's Sons. St. Louis: Book and News Co. \$1 50.

The contents of this volume are "The Soul and Future Life," by Frederick Harrison; "A Modern Symposium—I. The Soul and Future Life," by R. H. Hutton, Prof. Huxley, Lord Blachford, Hon. Roden Noel, Lord Selborne, W. R. Greg, Rev. Baldwin Brown, Dr. W. G. Ward; "A Modern Symposium—II. The Influence upon Morality of a Decline in Religious Belief," by Sir James Stephen, Lord Selborne, James Martineau, Frederick Harrison, the Dean of St. Paul's, the Duke of Argyll, Prof. Clifford, Dr. W. G. Ward, Prof. Huxley, R. H. Hutton; "The Course of Modern Thought," by G. H. Lewes; "The Condition and Prospects of the Church of England," by Thomas Hughes; "Is Life Worth Living?" by W. H. Mallock. The first three essays and the last one will be remembered as prominent features of the first issues of *The Nineteenth Century*. The fourth paper appeared originally in *The Fortnightly Review*, March, 1877, and the fifth in *The Contemporary Review* of May, 1877.

The opening volume of this series of essays on religious subjects is almost entirely given to the "radical" school, the only exception being Mr. Thomas Hughes' article on the question of Disestablishment. The short sketches of the least-known authors are valuable and of deep interest to such as do not watch closely English opinion as given in the three great reviews—the "Fortnightly," "Nineteenth Century," and the "Contemporary."

From Mr. Hughes we quote what he claims are the views of the great body of the Anglican Laity. If his voice be as faithful an utterance of the lay sentiments as it is earnest, one need not fear that the skepticism so prevalent among the higher classes, will have an influence at all proportionate to the noise and excitement it has awakened.

"We hold in perfect good faith that the good news our Lord brought is the best the world will ever hear; that there has been a revelation in the man Jesus Christ, of God the creator of the world as our Father, so that the humblest and poorest man can know God for all purposes for which men need to know Him in this life, and can have His help in becoming like Him, the business for which they were sent into it; and that there will be no other revelation, though this one will be, through all time, unfolding to men more and more of its unspeakable depth and

glory and beauty, in external nature, in human society, in individual man. That I believe to be a fair statement of the positive religious belief of average Englishmen, if they had to think it out and put it into words."

As to other subjects, such as the exact quality of the inspiration of Scripture, the origin of evil, the method of the atonement, the nature and effect of sacraments, justification, conversion, and other much-debated matters, we have no time for them, and no belief one way or another. As to Apostolic Succession, and all the priestly and mediatorial claims which are founded on it, they have indeed made up their minds thoroughly, and believe them to be men's fables, mischievous and misleading to those who teach and those who learn—to priests and people alike."

PETRARCH. By Henry Reeve. Philadelphia: J. B. Lippencott & Co. St. Louis: Book and News Co. \$1.

This volume, the fourth in the series of "Foreign Classics for English Readers," introduces a writer dear to every Italian, and known, at least by name, to every English reader. Francis Petrarch was a most voluminous writer, both in Latin and Italian, but his fame rests mainly on the composition of some four thousand lines of Italian verse, addressed to a beautiful and virtuous lady of Provence, who was neither his wife nor his mistress, between his twenty-fourth and fiftieth years. There is no evidence that she shared his passion, and they appear to have seldom held any personal intercourse. According to Mr. Reeve, Petrarch exercised a vast intellectual power over a lawless and barbarous age. Not Voltaire at Ferney, surrounded by the refinements of the eighteenth century—not Goethe at Weimar, where he lived in Olympic majesty, were more honored than Petrarch amidst the convulsions and ignorance of the fourteenth century; he was the apostle of scholarship, the inaugurator of the humanistic impulse of the fifteenth century. Mr. Reeve's labor has been one of love, and he has given us a work that in charm approaches very nearly that on Dante, with which Mrs. Oliphant began this series.

PRIMER OF DESIGN, by Charles A. Barry, Supervisor of Drawing, Public Schools, Boston. Boston: Lee & Shepard. St. Louis: Book & News Co. 75c.

This little work has been prepared with a view of assisting teachers required to teach elementary design, but will also be found of use to pupils who desire to work without other instruction. Its enunciation of principles is clear and direct, worded in language that any child can understand. The pictures, which are many in number, fully illustrate the writer's meaning, and give examples to copy and avoid, that show at a glance the correctness of the rules laid down.

The subjects treated comprise an introduction upon the Symmetry of Nature, and its Appreciation by Man; followed by chapters upon Original Compositions; What is Meant by Industrial Design; Composition in Design; The Laws of Repetition; Alteration, Radiation, and Proportion; Materials for Designs; Methods of Construction; Rules for Elementary Design; Progressive Steps in Elementary Design; Drawing materials, and a conclusion that advises slow but sure work.

The illustrations deserve recapitulation even more than the contents, but their number forbids this. The series upon Botanical Elements for Design; Historical Ornament; Errors in Designs; Original

Designs Showing Errors; and Original Designs Complying with General Laws of Elementary Design, will be found of especial service.

CHRIST, HIS NATURE AND WORKS. A Series of discourses by Howard Crosby, Henry W. Bellows, Cyrus D. Foss, Thomas Armitage, William F. Morgan, Thomas D. Anderson, R. Heber Newton, Chauncey Giles, Edward A. Washburn, Edwin H. Chapin, Ebenezer P. Rogers, Charles F. Robinson, Llewellyn D. Bevan. Published by G. P. Putnam's Sons, 182 Fifth Avenue, New York. For sale by Book & News Co., St. Louis. Price, \$1 75.

The names mentioned above are a sufficient guarantee that this is a standard volume. It is the design of the publishers to give a series of Pulpit Teachings of representative Protestant preachers on themes connected with Christian doctrine. In this volume we have three discourses from Presbyterian divines, one Unitarian, one Methodist, three Episcopal, two Baptist, one Swedenborgian, one Reformed Dutch, one Universalist—the others are representative men. Typographically, the book is a success. The paper and binding are of the very best quality.

VASCO DA GAMA. By George M. Towle. Boston: Lee & Shepard. St. Louis: Book & News Co. \$1.

This is the initial volume of a new series for the young, entitled "Young Folks' Heroes of History." The design of the series is to present "in as interesting a way as the author may be able, the true and exciting stories of some famous voyagers and discoverers whose names are not unfamiliar to young people, but whose deeds and adventures are less well known." The writer has succeeded in making a book so full of thrilling and strange adventures, striking incidents, dangers and triumphs, that young people will find it as interesting as fiction, and so absorbing that they will hardly believe they are studying history.

ECONOMIC MONOGRAPHS, No. V.—Our Revenue System and the Civil Service, Shall they be Reformed? by Abraham L. Earle, with preface by Prof. William G. Sumner. No. VII. Suffrage in Cities, by Simon Sterne. No. IX. France and the United States, comprising papers by M. Menier, Leon Chotteau, Parke Godwin, and J. S. Moore. The publishers of these pamphlets, Messrs. G. P. Putnam's Sons, are doing good work in placing before the public the essays on trade, finance, political economy and kindred subjects, by representative writers, which this series embraces. Practical and reliable information on topics which engross the public interest, is thus sown broad cast, and one of the most important and efficient methods of educating our voters and legislators is reached. Each, 8vo, paper, 25 cents.

THE FERNS OF KENTUCKY, by John Williamson, will be published soon by John P. Morton & Co. of Louisville, Ky. It will be beautifully illustrated by forty etchings by the author, giving a picture of every species and a magnified view of every genus found growing in the State. The first edition will be limited, and those who intend to subscribe should send in their names at once. Specimens of illustration will be sent to any address on receipt of stamp. The price will be \$2.

THE August *Wide Awake* will give us No. XIX. of its Poets' Homes, a long and chatty paper about Elizabeth Stuart Phelps, illustrated by several drawings made in Andover by Miss Humphrey,

among them being the famous Andover Study, where so many of the important Christianizing movements of the day have had their birth.

Messrs. Fords, Howard & Hulbert of New York, announce a Biographical Memoir of William Cullen Bryant, from the pen of his intimate friend, General James Grant Wilson, himself a poet, editor and author. Gen. Wilson has much original material for such a memoir, and something of decided interest may be looked for, giving valuable literary and personal reminiscences of the venerable poet. This will be incorporated in a "Memorial Edition" of Mr. Bryant's well-known "Library of Poetry and Song," undoubtedly the most marked popular success of his literary labors, as, in its two editions (the octavo and the more elaborate quarto), nearly 100,000 copies have been sold.

G. P. PUTNAM'S SONS announce, for early publication, "American Colleges; their Students and their Work," by C. F. Thwing. It will treat of such topics as the choice of a college, college expenses, college morals, college societies, college rank, etc., and will contain classified tables giving the statistics of the more important colleges in the country. Also, "Almost an Englishman"; a novel by a new author. "The Ring of Amethyst"; a volume of poems, by Alice Wellington Rollins; and "The Exile," a volume of poems, by Francis Fontaine.

READING CLUB, No. 5. Edited by Geo. M. Baker. Boston: Lee & Shepard. For sale by Book and News Company, St. Louis. Price, 50c.

The four previous parts of this series have already won a deserved popularity, and No. 5 is even better than the preceding numbers. It contains choice selections, "Humorous, Pathetic, Patriotic and Dramatic," from some of our best authors, and teachers generally will be sure to find in it just what they want for exhibitions and literary entertainments, without the trouble of searching through so many different volumes.

THE July, August and September issues of *Wide Awake* will be pleasant companions for the old as well as the young, at the shore or among the hills. The July number will give a gossip and able paper about Joaquin Miller, with portrait; and the August number will have one about Elizabeth Stuart Phelps, with five drawings made at Andover by Miss Humphrey, among them a view of the famous "Andover Study," where so many of the religious movements of the day have had their birth. The September number will give a profusely illustrated paper on "Cadet Life at West Point," prepared by the wife of one of the West Point professors. One of the special features of the August number will be a "Bird Supplement," prepared by different authors, and beautifully illustrated.

G. P. PUTNAM'S SONS will shortly publish "A Course in Arithmetic," by Prof. F. W. Bardwell of the University of Kansas. The work will be complete in one volume, and is intended to cover the entire course of written arithmetic as required in the schools. It is claimed for it that it forms a new departure in the methods of instruction, and it is believed practically solves the problem which has of late occupied the earnest attention both of educators and of patrons of schools, viz: to reduce in a large measure the amount of time hitherto assigned to the study of

arithmetic, and at the same time requiring in the final result proficiency and skill not inferior to that previously attained.

GERMANY, to be published by D. Lothrop & Co., is the initial volume of a set of Young Folks' Histories to be issued monthly. They are by Miss Yonge, and are reprinted from the English. The set will be concluded by a volume of American History.

MESSRS. D. LOTHROP & Co. have just ready a unique book by Pansy and Faye Huntington in joint partnership, entitled "From Different Standpoints."

THE September *Wide Awake* will be notable for an illustrated paper in its Poets' Home Series relative to William Cullen Bryant.

"THE FAILURE OF UNIVERSAL SUFFRAGE" is to be the title of an article by Francis Parkman, in the July number of the *North American Review*. Wendell Phillips will contribute to the same number a paper on "The Social and Political Outlook," in which he will discuss at length the money question, the relation between capital and labor, and the prospects of party organizations.

G. P. PUTNAM'S SONS announce for immediate publication: "Sibyl Spencer," a novel, by James Kent, author of "The Johnson Manor;" "Six to One: a Nantucket Idyl," by a new author; and "The Crew of the Sam Weller," by John Habberton.

WE are glad to learn that the Summer School of Elocution, at Jacksonville, Ill., by Prof. S. S. Hamill is crowded to its utmost capacity. Every class is full, and the demand for special instruction is such that Prof. Hamill's time is engaged for ten hours a day for six weeks in advance.

CARLETON COLLEGE.

The catalogue of Carleton College for the present school year is just published, with contents of more than usual interest. The progress of the College is steady and very encouraging. During this year valuable additions have been made to the geological cabinet, to the chemical and philosophical apparatus, and to the library. The attendance of students in each department has been larger than during any previous year, the entire enrollment showing 254 different students, representing six states, thirty counties of Minnesota, ten nationalities, and eight religious denominations.

A new building for an astronomical observatory has been erected and it is now nearly completed. Instruments for a working outfit have already been ordered which are expected to be set and ready for use at the opening of the fall term. The observatory will be a much needed and valuable addition to the facilities of the College for scientific instruction.

The character and extent of the work of the College is steadily advancing. Its aim as to scholarship is not below that of older institutions at the East, and its progress toward the true ideal of a Christian college is manifest from year to year.

"Roberts's Rules of Order," published by S. C. Griggs & Co., is receiving a hearty endorsement throughout the country, being the only book of the kind that is based upon the rules and practice of Congress. Cushing's Manual, so long considered as authority, being written thirty years ago, was then based upon the practice of the English House of Commons, which, in various important points, differs very materially from that of our national Congress. The fifteenth thousand of Roberts' has just been published, showing its popularity.

A second edition, revised and enlarged, of our old friend Moses King's "Harvard and its Surroundings" has been published by the author in neat red and black paper covers. This handbook of Harvard College, containing wood and heliotype pictures of the college buildings, college interiors, and buildings of note in Cambridge, together with minute descriptive and historical letter press, has been well received by graduates and friends of the institution, and the improvements made in the new edition will still further commend it. We hope the circulation will reach a hundred thousand.

The National Temperance Society has just published "The Temperance Lesson Book," a series of short lessons on alcohol and its action on the body, prepared by Dr. Benjamin W. Richardson, of London, the author of "The Cantor Lectures on Alcohol." It has been arranged for a text-book in fifty-two chapters, each followed by a series of questions for examination and review. Its style is one that will be attractive to the young, and its contents cover all the ground embraced in the physiological and hygienic arguments for temperance. In furnishing practical and satisfactory reasons for abstaining from strong drink it is one of the best temperance books we know, and is far more likely to do good than a ton of volumes of plaintive adjurations to abstinence and intemperate imprecations against rum-sellers.

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To County Superintendents of Public Instruction and Conductors of Institutes.

Having learned in institute work, the necessity of having books that can easily be placed in the hands of every teacher, I have endeavored to satisfy the demand as to a music book. Finding all suitable books published too expensive, I have made special arrangements with publishers in this city, by which I have permission to use much matter of their own already in type, and which exactly suits the purpose, and is less expensive than new. By adding to this some thirty pages of songs, I am ready to offer to teachers a book of near seventy pages, neatly printed and bound in paper, consisting of

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Terms—50 copies, \$16; 100 copies, \$30; 200 copies, \$55. Send order for 50 and try the book. All orders must be made at an early date. Address M. IRWIN,

In care J. B. MERWIN, Editor *American Journal of Education*, 704 Chestnut Street, St. Louis, Mo.

IOWA.

Official Department.

BY C. W. VON COELLN, STATE SUPT.

Editors Journal:

Sundry Rulings.

1. Under Sec. 1793, scholars are entitled to the benefit of the full term of school in the district where they attend, regardless of the length of term of their own district.

2. Without special mention in the teacher's contract, it is understood that only the common branches are expected to be taught.

3. The teacher has control over scholars during school hours, within reasonable limit, unless restricted by a rule of the board. It is, however, not wise to deprive children, to any great extent, of the exercise necessary to their physical well-being.

4. An independent district, embracing territory lying within the limits of two townships, cannot be deprived of its territory save upon the concurrent action of the boards of directors of both districts.

Sec. 1798, of the Code, provides for detaching territory only when both townships are organized as district townships. See Iowa Reports, XLV., 13.

5. While private examinations are not prohibited by law, county superintendents should not grant them except in extreme cases. As the law now stands, the county is at the expense of private examinations; and no individual has a right to claim this examination, under ordinary circumstances.

LIST OF NORMAL INSTITUTES.

Adams, Corning, Aug. 5, 4 weeks.
Allamakee, Wankon, Aug. 19, 3 weeks.
A. Rowe, conductor.

Blackhawk, Waterloo, Aug. 12, 3 weeks.
J. C. Gilchrist, conductor.
Buchanan, Independence, July 29th, 5 weeks, W. E. Parker, conductor.
Butler, Clarksville, Aug. 5, 4 weeks. A. W. Stuart, conductor.
Cerro Gordo, Mason City, Aug. 12, 4 weeks. J. Valentine, conductor.
Cherokee, Cherokee, July 8, 3 weeks.
J. C. Gilchrist, conductor.
Clinton, De Witt, July 29, 4 weeks. J. H. Blodgett, conductor.
Crawford, Denison, Aug. 26, 4 weeks.
J. D. Hornby, conductor.
Decatur, Leon, Aug. 5, 4 weeks. R. A. Harkness, conductor.
Delaware, Manchester, Aug. 12, 3 weeks.
W. H. Wilcox, conductor.
Des Moines, Burlington, Aug. 5, 3 w.
R. Saunderson, conductor.
Floyd, Charles City, July 9, 3 weeks.
T. H. Smith, conductor.
Iowa, Marengo, July 22, 3 weeks.
Jackson, Maquoketa, Aug. 10, 2 weeks.
H. L. Boltwood, conductor.
Johnson, Iowa City, Aug. 15, 3 weeks.
A. A. Guthrie, conductor.
Lee, Fort Madison, July 8, 3 weeks. E. E. Holroid, conductor.
Louisa, Morning Sun, July 22, 3 weeks.
E. R. Eldridge, conductor.
Lucas, Chariton, July 29, 4 weeks. C. W. Bigger, conductor.
Lyon, Rock Rapids, Aug. 26, 2 weeks.
J. Wernli, conductor.
Madison, Winterset, July 22, 4 weeks.
G. S. Wedgewood, conductor.
Monona, Onawa, July 22, 3 weeks. E. Baker, conductor.
Page, Clarinda, July 22, 4 weeks. E. Miller, conductor.
Ringgold, Mt. Ayr, July 15, 4 weeks.
R. A. Harkness, conductor.
Van Buren, Keosauqua, Aug. 5, 4 weeks.
J. H. Sandes, conductor.
DES MOINES, June, 1878.

NOTE.—County Commissioners and all County Clerks who receive the JOURNAL OF EDUCATION, would confer a favor on the State Superintendent by filing these published decisions away for reference, and would themselves reap an advantage therefrom.

MISSOURI.

Official Department.

[It will be the plan of this department to render decisions upon such points as are raised, from time to time, by correspondents, and which seem to be of immediate use. Some decisions will be brief statements of law, without argument. If not fully understood, they will be amplified on request.

In all questions of difficult construction, or such as involve intricate legal points, the opinion of the Attorney General will be obtained.—R. D. S.]

TO COUNTY CLERKS AND COMMISSIONERS. Gentlemen:

I would again recommend the AMERICAN JOURNAL OF EDUCATION to your careful attention. I shall labor to make the official department furnish as clear and concise expositions of the difficult features of our intricate school law as possible. By taking the paper you will not only have answers to questions you may ask, in a convenient and permanent form, but you will also get the benefit of answers to many other correspondents, and become more familiar with the plans of the school system and the workings of the department.

If you should persuade every teacher and every school board in your county, not now subscribers, to take and read it, you would thereby save yourselves much annoyance and unnecessary labor. Indeed, it was for this purpose, and to secure better results in managing our schools, and securing correct reports, (which every expedient so far adopted by you or myself has failed to secure) that I became an editor of the JOURNAL. I desire to help you, and thus enable you to assist me more effectually. I desire that our work shall be entirely harmonious and co-operative, and hence I desire to meet you often, in correspondence.

In addition to mere explanations of law and decisions, I intend that the official department shall contain directions as to how to make reports, &c., and be the means of communicating home educational news to every county.

I trust, then, that you will freely ask for explanations of doubtful or difficult questions, and furnish me information of institutes held in your county, or of other interesting facts.

Please write all communications intended for notice in the JOURNAL, on a separate sheet of paper from that containing other matter. Very respectfully,
R. D. SHANNON, State Supt.

To Northern Summer Resorts.

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Chicago to Madison, two trains daily.
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Chicago to Green Bay, three "
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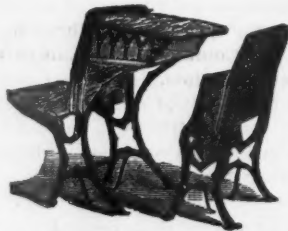
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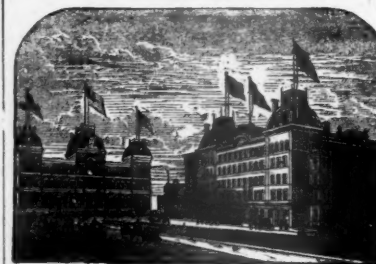
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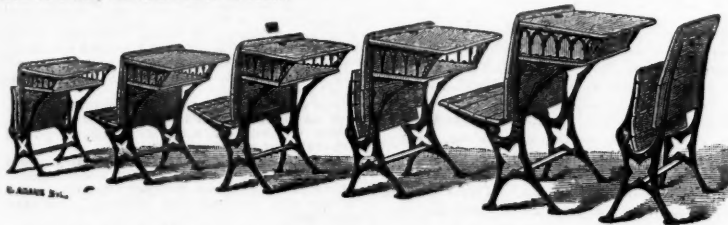
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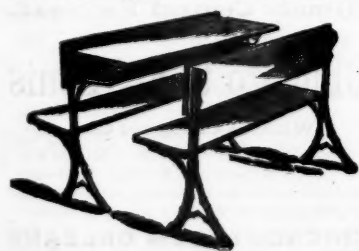
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Size 1, High School, for two pupils from 15 to 20 years of age. Price,
Size 2, Grammar, " " 12 to 16 " " Price,
Size 3, First Intermediate, for two pupils from 10 to 13 years of age. Price,
Size 4, Second " " 8 to 11 " " Price,
Size 5, Primary, for two pupils from 5 to 9 years of age. Price,

We manufacture several kinds of lower priced desks. Send for circulars.

"The Combination Desk and Seat."

Desk- Back seat to start the rows with.

This "Combination Desk" is used in most of the schools in St. Louis, and seems to answer a

very good purpose. It is not as convenient nor as comfortable as the "curved folding-slat seat" but it is cheaper, and gives general satisfaction

Five sizes of the "Combination Desk and Seat" are made, to suit pupils of all ages.

Size 1, Double, High School, seating two persons from 15 to 20 years of age. Price, \$5.

Size 2, Double, Grammar School, seating two persons from 12 to 16 years of age. Price, \$5.

Size 3, Double, First Intermediate, seating two persons, 10 to 12 years of age. \$4 50.

Size 4, Double, Second Intermediate, seating two persons 8 to 11 years of age. \$4 00.

Size 5, Double, Primary, seating two persons 5 to 9 years of age. Price, \$3 50.

Back or starting seats to correspond with any size desk. Price, \$3. Discount for Cash.

These desks are the plainest and cheapest in price of any manufactured. They range in height from 11 to 16 inches. The stanchions or end pieces are iron, with wide continuous flanges. They are better proportioned and braced, neater, and more graceful in design than any other combination seat made. Teachers and school officers can easily calculate the sizes of desks needed by the average number of pupils between 5 and 20 years of age.

Is it Economical?

This question is eminently proper. The "Home-made Desks" are clumsy and ill-shaped at best—they cost nearly as much as the improved school desks in the first place. They soon become loose and rickety, as all wood desks do—and then they must be replaced by others, and when this is done you have paid more for the two lots of poor desks than the improved desks would have cost, and still have a poor desk. So the question answers itself. It is economy to buy good desks in the first place—for these will last as long as the school house stands.

For further information, circulars of globes, outline maps, slating, and everything needed in Schools, call upon or address, with stamp for reply,

J. B. MERWIN, 704 Chesnut st., St. Louis, Mo.

**PRACTICAL SUGGESTIONS
TO SCHOOL OFFICERS.**

There is a growing conviction on the part of parents, school officers, teachers, and all patrons of our schools, that properly constructed seats and desks are an absolute necessity in every school house. Not only comfort, but the health of the pupils demand this. Provision should be made for the SEATS AND DESKS in building a school house, as much as for the floor or roof of the building. We again call attention to this matter thus early and specifically, because we have found in an experience extending over more than twenty years, that in furnishing school houses great trouble and annoyance has been caused by the delay on the part of those whose duty it was to order seats and desks. SIXTY DAYS should be given to get out the order, and get it to its destination, to insure its being on hand and set up in the school house when you need it. It takes from \$75,000 to \$100,000 to keep up a full stock of the varieties, sizes and styles of school desks I manufacture, and there is no profit in the business to warrant such an outlay of money.

We have known those whose duty it was to provide these things, to delay ordering the SEATS AND DESKS until within a week of the time when the school was to commence. Then the rush of freight was so great that the goods have lain in the depot a week or more before starting to their destination—the teacher hired—the pupils present—but nothing could be done, as there were no seats—and the school became demoralized for weeks, because the seats and desks were not ordered in time.

We repeat, orders should be given at least SIXTY DAYS before the desks will be wanted—and we write this, to aid at least this year, in avoiding the trouble and disappointment those who neglect to order in time, will experience. This delay and trouble can be avoided by ordering the desks when the foundation of the building is being laid.

Now comes the question as to which is the best desk to buy. We prefer to quote what those say who have used our desks for more than ten years, and so thoroughly tested their merits. As more than 600,000 of "The Patent Gothic Desks" have been sold, and almost as many of the "Combination Desk and Seat," we have of course a very large number of the best kind of endorsements of these desks. We present the following from Dr. W. T. HARRIS, Superintendent St. Louis Public Schools, as a sample—

Of Our Home Endorsements!

J. B. MERWIN, 704 Chestnut Street, St. Louis:

DEAR SIR: It gives me pleasure to state that the desks and seats which you have put into the school rooms of this city, after a thorough trial of more than ten years, give entire satisfaction. The

"New Patent Gothic Desk,"

with curved Folding Slat seat, with which you furnished the High Schools, are not only substantial and beautiful, but by their peculiar construction secure perfect ease and comfort to the pupil, at the same time they encourage that upright position so necessary to the health and proper physical development of the young. These considerations commend this style of desk to all who contemplate seating School Houses. Respectfully Yours,

WM. T. HARRIS,
Superintendent Public Schools, St. Louis, Mo.

More than 600,000 of these desks have been sold; every one using them commends them.

Another Strong Endorsement.

We commend the following letter from one of the best known and ablest educators in Texas, to those who design to furnish schools:

RIVER SIDE INSTITUTE, LISBON, Dallas County, Texas.

J. B. MERWIN, St. Louis, Mo:

My Dear Sir—I feel it to be not only a pleasure but a duty to say to teachers, trustees, and others interested in education in Texas, that the School Desks, Maps, Globes, Charts, Blackboards and other apparatus purchased of you some time since for this institution, amounting to nearly \$500, came safely and promptly to hand, just as ordered, and the outfit is a splendid one in every way. I found everything to be just as you represented it, and I take pleasure in saying to those in need of school desks, after thoroughly testing them—that

THIS PATENT GOTHIC DESK AND SEAT

Size 5. Size 4. Size 3. Size 2. Desk, Size 1. } Back Seat, Size 1,
to start the rows with.

is the best desk and seat I have ever seen or used, and I desire to say further—that if our Texas people need school supplies in their schools, and they certainly do, you will do as well, and I think better, by them than any one else I know of engaged in supplying schools.

Very truly yours.

JAS. R. MALONE,
President River Side Institute.

For circulars and price lists, for everything needed in your schools, address with stamp for reply,

**J. B. MERWIN,
704 Chesnut Street, St. Louis, Mo.**

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(PUPIL OF JAMES E. MURDOCH)

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COURSE OF SIXTY LECTURES.

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| V. Chemistry..... | Prof. Schweitzer. |
| VI. Object Lessons—Kindergarten..... | Prof. McAnally. |
| VII. Physical Geography..... | Prof. Tracy. |
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Teachers and others who are preparing to teach are cordially invited to attend.

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As this course of gratuitous instruction by the University Faculty is intended for the benefit of the schools throughout the State, the newspapers are respectfully requested to copy this notice.

E. L. RIPLEY,
COLUMBIA, Mo., May 28, 1878. Dean of the Normal Faculty.

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A Gallon will cover 200 Square Feet with Three Coats.

Slated Paper 3 feet wide, \$1 per yard, any length required.

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SECOND—For applying the Slating use a flat camel's hair brush, from three to fifteen inches wide—the wider the better. Price, per inch, 50 cents. Brushes furnished if desired.

THIRD—Shake and stir the Slating till thoroughly mixed; and, that the surface may be even, in applying the Slating take as few strokes as possible, drawing the brush the entire width of the board, as it hardens quickly, and any lappings of the brush are visible after the slating is dry.

FOURTH—After the first coat, rub the boards smooth with emery or sand-paper (rubbing the grit from off the paper first), and then apply the second coat same as first. For re-painting an old Blackboard two coats will be sufficient. If applied to the wall, three coats.

Caution—No one has authority to advertise "Holbrook's Liquid Slating," as we have the exclusive manufacturing of it throughout the United States. Dwight Holbrook, the inventor, made the first liquid slating ever offered for sale, and though there are several base and cheap imitations, none can produce the

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It is the only surface that will not glaze, and it will last Ten Years.

Keep the can well corked: Brushes furnished if desired. Sample as applied to paper sent by mail on application. Send for circular of Blackboard Erasers, and everything else needed in your school. Address, with stamp for reply,

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